



TEACHER AIDE

CHARACTERISTICS OF WORK:

This is paraprofessional work in assisting teachers with the care and training of disabled individuals. Duties include assisting with physical care, personal hygiene, and various educational activities. Incumbents assume all classroom responsibilities in the absence of the teacher. Direction is received from a supervising teacher.

MINIMUM QUALIFICATIONS:

These minimum qualifications have been agreed upon by Subject Matter Experts (SMEs) in this job class and are based upon a job analysis and the essential functions. However, if a candidate believes he/she is qualified for the job although he/she does not have the minimum qualifications set forth below, he/she may request special consideration through substitution of related education and experience, demonstrating the ability to perform the essential functions of the position. Any request to substitute related education or experience for minimum qualifications must be addressed to the State Personnel Board in writing, identifying the related education and experience which demonstrates the candidate's ability to perform all essential functions of the position.

EXPERIENCE/EDUCATIONAL REQUIREMENTS:

Education:

A Bachelor's Degree from an accredited four-year college or university;

OR

Education:

Graduation from a standard four-year high school or equivalent (GED).

AND

Experience:

Four (4) years of work experience related to the described duties.

Substitution Statement

Graduation from a standard four-year high school or equivalent (GED), related education, related experience may be substituted on an equal basis.

PHYSICAL REQUIREMENTS:

These physical requirements are not exhaustive, and additional job related physical requirements may be added to these by individual agencies on an as needed basis. Corrective devices may be used to meet physical requirements.

Moderate Work: May frequently walk or stand and/or frequently exert force equivalent to lifting up to approximately 20 pounds and/or occasionally exert force equivalent to lifting up to approximately 50 pounds.

Vision: Requires the ability to perceive the nature of objects by the eye.

Near Acuity: Clarity of vision at 20 inches or less.

Midrange: Clarity of vision at distances of more than 20 inches and less than 20 feet.

Far Acuity: Clarity of vision at 20 feet or more.

Speaking/Hearing: Possesses the ability to give and receive information through speaking and listening skills.

Motor Coordination: While performing the duties of this job, the incumbent is regularly required to stand; walk; stoop, kneel, crouch, or bend; and use hands to finger, handle or feel objects, tools or controls. The incumbent is frequently required to reach with hands and arms. The incumbent is occasionally required to sit.

ESSENTIAL FUNCTIONS:

Additional essential functions may be identified and included by the hiring agency. The essential functions include, but are not limited to, the following.

1. Assists teachers with implementing educational programming per individual program plans and class schedule.
2. Assists teachers with collecting, evaluating and maintaining documentation of programming goals of clients.
3. Assists in conducting evaluations and preparing reports.

EXAMPLES OF WORK:

Examples of work performed in this classification include, but are not limited to, the following:

Assists in developing habits of good personal hygiene and performing personal hygiene activities.

Prepares bulletin boards and operates audio-visual equipment as instructional aids.

Administers standardized examinations to determine appropriate class placement and to assess progress.

Cleans classroom, kitchen, and bathroom, including windows, floors, and fixtures.

Observes activities to ensure safety and health and to record any changes in behavior.

Assists the teacher with implementing the client's individual program plans in functional daily living skills, educational skills, motor skills, behavioral skills, self-help skills and socialization skills.

Assists teacher with implementing appropriate socialization skills and community awareness skills.

Transports clients to scheduled activities.

Monitors the behavior of clients in order to develop and maintain appropriate behavior and an orderly learning environment.

Attends team meetings to discuss client's progress.

Interacts with, trains and supports family members and other human service and educational providers in a variety of settings.

Documents and evaluates performance and behavior in order to provide record of base line data on progress.

Assures that documentation is maintained on client's individual goals.

Conducts evaluations and writes appropriate evaluation reports.

Writes appropriate Written Training reports and monthly progress notes.

Performs related or similar duties as required or assigned.

INTERVIEW REQUIREMENTS:

Any candidate who is called to an agency for an interview must notify the interviewing agency in writing of any reasonable accommodation needed prior to the date of the interview.